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ABSTRACT

The American Association of Colleges for Teacher Education (AACTE) appointed a Task Force on Shortage/Surplus/Quality Issues in Teacher Education, which conducted a survey to: (1) assess the perception of change occurring in teacher education programs to improve the quality of graduates; (2) investigate the perception of changes in state teacher certification and the influence on teacher education programs; and (3) investigate the perceived influence of selected groups on state teacher certification change. Data were summarized for the total group (N=239) and across selected demographic variables. Analysis of total group findings indicated that: (1) Basic skills testing at entry into teacher education is highly regarded for improving student quality, while affective and attitudinal measures are less important; (2) Teacher education course content is the most important area influencing graduate quality; (3) The most important program support area affecting graduate quality is faculty/staff development; (4) Recent changes in state certification standards are positively affecting teacher education programs; and (5) State departments of education are most influential in changing teacher certification standards. Also discussed in this report are comparisons made among institutions from states requiring competency assessment for teacher certification and institutions from states which do not require such testing. The survey instrument and 20 tables displaying data are included. (CJ)

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A Survey of AACTE Member Institutions Regarding Change in Teacher Education Practice to Improve the Quality of Graduates

by
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Paper presented at the
Twelfth Annual Meeting of the
Mid-South Educational Research Association

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November 16, 1983
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INTRODUCTION

One but has to read popular or professional literature or follow news media reports to realize that quality education is a serious concern of legislators, educators, and the general public. Numerous recent reports to include the National Commission on Excellence in Education Report, A Nation at Risk: The Imperative for Educational Reform (1983) and The Condition of Education (NCES, 1983), bring into focus the quality issues surrounding education today. These reports point the the declining status of education and the need for educational reform. Feistrityer et al. (1983) after review and study of the quality issues in education concluded:

> There is a serious crisis in teaching in the United States. It jeopardizes this nation's ability to conduct its own public affairs through the working of an informed electorate. It endangers the nation's capacity to compete effectively in a shrinking world where technological skill and inventiveness will determine leadership. (Feistrityer et al., p. 59).

In November, 1981, the American Association of Colleges for Teacher Education (AACTE) appointed a Task Force on Shortage/Surplus/Quality Issues in Teacher Education. With regard to quality issues, the task force's strategy was to determine if there was change occuring in departments, colleges, and schools of teacher education to meet the increased demand for quality teachers. This paper presents findings from a survey conducted as part of the

task force's efforts to address quality issues in teacher education.* Specifically, summary responses will be reported that suggest the areas where change is reported occurring in teacher education.

In addition, analyses of responses are presented to address the impact of stated mandated competency testing for teacher certification on teacher education. Sandefur (1983) has suggested that the public demand for higher quality education in public schools led to a powerful national movement to mandate competency testing of teachers. Beginning in 1977 with Louisiana's Acts of 1977, #16, the competency testing movement had spread to include 27 states by 1982. Sandefur stated, "There is no doubt that the rapid spread of the movement is directly attributable to the public's concern about the quality of the nation's schools and their concomitant concern about the preparation of their teachers." (Sandefur, 1983, p. 3).

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* A copy of the task force report, The Impact of Teacher Shortage and Surplus on Quality Issues in Teacher Education, is available from AACTE National headquarters, One Dupont Circle, Suite 610, Washington, D.C. 20036.

METHODS AND PROCEDURES

The Task Force on Shortage/Surplus/Quality Issues decided at the 1982 annual meeting of AACTE to conduct a survey of member institutions to determine those areas of teacher education where change is occurring to improve the quality of teacher education graduates. This survey was viewed as a first step toward identifying actions being taken by SCDES to meet the demand for an increase in the quality of new teachers. Initially the survey called for open-ended responses to a general question asking institutions to submit brief descriptions of any aspect of their program that had recently changed to improve the quality of graduates. However, later reconsideration of this approach led to a more structured approach.

The structured questionnaire technique was preferred over the open-ended responses for two reasons. First, it was felt that the responses to a general question of program change would provide sketchy and non-uniform responses that at best would be extremely difficult to summarize. Second, the nature of the task, that of preparing a description of innovative program changes, would not be easily accomplished by respondents, resulting in a low return rate. A more structured instrument would provide for responses to specified areas of change and would be more easily completed by respondents. It was also decided that the AACTE publication Briefs would be a

reasonable vehicle to disseminate the questionnaire.

A rough draft of the questionnaire was prepared early in the Spring of 1982. Items were identified in three categories that appeared to be relevant to quality in teacher education. These three areas were: 1) Quality of the student, measures assessing student characteristics; 2) Quality of Program, components of the teacher education program; and 3) Support of Program, areas of support for teacher education programs (to include administration and organization). In all three categories an "other" item was available for areas not included in the list. Respondents were asked to respond to items for both elementary and secondary teacher education. The response categories were explained in the directions. An item left blank would indicate the item was not applicable to that institution. A "0" response would indicate no recent change had occurred for that item. A "1" response meant that the institution was seriously considering or planning change while a "2" response meant change had recently occurred. Thus, data were obtained in terms of the relative importance of the items and the stage of change of the items.

In addition to the responses to items relating to teacher education, respondents were asked to respond to items relating to state teacher certification policies and practices. These items were included to determine if

changes in teacher certification were perceived as a positive influence on the quality of teacher education graduates and if the changes in teacher certification were influencing teacher education programs. There was also a question that asked respondents for their perceptions regarding the influence that selected organizations and groups had on the change in standards for teacher certification. Demographic data included support status (public or private) and the estimated number of graduates from their teacher education programs for the 1981-82 year.

This first draft was reviewed by the Task Force members and changes were made to clarify directions, items, and format. The deadline for publication of the Briefs (April, 1982) prevented extensive field testing. However, the questionnaire was sent to two college deans (other than Task Force members) for their comments and critique prior to being published in the Briefs. The questionnaire appeared in the April Briefs with directions to return the questionnaire by mail to a specified Task Force member.

A response from slightly less than 10 percent of the AACTE member institutions was received by June 1, 1982. A summary analysis was prepared of the responses for presentation to the Task Force at the AACTE Leadership Retreat in June, 1982. The Task Force members in attendance reviewed the summary analysis and decided these

data were not sufficient for continued analysis and/or for reporting to the membership, due to the low return rate. It was also decided that the survey should be redone via a direct mailing of the questionnaire to a sample of institutions and that the questionnaire be revised to include some measure of item value by respondents.

It was decided that selection of institutions by state would be most useful since questions on state certification were included in the questionnaire and that a random selection would not be as useful as a purposeful selection that took into account size of state and geographic zone. Thus, institutions in 16 states were selected by the Task Force members to be surveyed.

The revised questionnaire included an item rank procedure whereby items for each category would be ranked by respondents regarding the perceived importance for affecting the quality of teacher education in their institution. The survey form was reviewed by the Task Force members and the final draft was sent to AACTE staff for preparation and dissemination to the institutions within the 16 selected states. (Appendix A contains a copy of the questionnaire.) The questionnaires were sent under a cover letter from the AACTE Executive Director. The institutions were requested to return the completed questionnaires to an identified member of the Task Force

for analysis purposes. Two mail-outs were used and the suspense date of the last mail-out was December 10, 1982. Table 1 contains the responses by state. Of the 296 questionnaires sent, 239 were returned for a return rate of 80.74%.

It should be emphasized that the sample of institutions may not represent the population of AACTE member institutions. However, the data obtained from the sample institutions would be reasonably representative of the 16 states chosen and do provide useful information regarding change trends and activity within teacher education institutions in these states.

While the sample of institutions selected for this survey was not scientifically drawn and thus may not reflect the total AACTE member population on all variables, the percent of public and private supported institutions were quite similar for the sample and population. AACTE member institutions are 46 percent private and 54 percent public--the sample had 46.98 percent private and 53.02 percent public.

TABLE 1

RESPONSES BY STATE TO THE AACTE SURVEY
ON RECENT CHANGES IN TEACHER EDUCATION PRACTICES[1]

	STATE	NUMBER SENT	NUMBER RECEIVED	PERCENT OF TOTAL RESPONSES
*	Florida	13	11	4.6
	Iowa	23	12	5.0
*	Kentucky	14	14	5.9
	Maine	3	2	0.8
	Michigan	19	17	7.1
*	Mississippi	9	7	2.9
*	Missouri	26	21	8.8
	Nebraska	14	12	5.0
*	New Mexico	3	2	0.8
	New York	33	22	9.2
*	North Carolina	21	19	7.9
	Ohio	34	30	12.6
*	Texas	50	42	17.6
	Utah	5	5	2.1
	Washington	12	8	3.3
*	West Virginia	17	15	6.3
	TOTAL	296	239	99.9

1. 80.74% return rate

2. * Indicates those states with mandated state teacher competency testing as a prerequisite for certification.

FINDINGS

The analyses of data obtained from the survey were primarily in two sets. The first was a summary analysis of total group responses across all items on the questionnaire. This set of analysis provided an overview of the distribution received for all items. The second set of analysis consisted of comparisons of responses across the demographic variable x, status of state mandated teacher competency testing for certification. Each of these sets
of analysis will be discussed separately.

Summary Analysis of Total Group Responses to Items in the Quality Categories

Item Ranking

Tables 2 through 4 present item rankings by the categories of change items. Contained in these tables are the frequency and percent of ranks given each item. A mean item rank provides an overall indication of the value placed on an item by respondents. The mean item ranks were computed omitting the no change (zero) responses. From Table 2 it appeared that "Test of basic skills at Entry" was the most highly ranked item. The item suggesting "Affective or attitudinal measures" was the lowest ranked item.

Table 3 contains data for items listed under Quality of Program. These items consisted of some areas common to

most teacher education programs and some areas not so commonly found in teacher education. When mean rankings were considered, "Teacher education course content" was the area that was perceived to produce the highest quality of the teacher graduate. The items of "Teacher education program reorganization," "Pre-student teaching field experience," "Student teaching supervision," and "Teacher education program evaluation" also received high ranks as areas that could improve the quality of teacher education at the responding institutions. Five of the areas had 40 percent or more non-responses, indicating a lack of importance or a non-applicable item to many of the responding institutions. These were "Graduate teacher education programs," "In-service teacher education programs," "Intern or fifth year programs," "Induction program for new teachers," and "Faculty." It was not surprising that those items dealing with post-graduate teacher education had a low response rate since many of the institutions were small and offered only the bachelors degree. Also, these institutions probably were not as involved in in-service training as others are. It was unclear what was being asked for in the item "Faculty" and this item probably had little meaning for those responding to the survey. The intent of the item was faculty expertise or ability to teach. At any rate, this item will

TABLE 2

SUMMARY OF ITEM RANKS FOR QUALITY OF STUDENT

ITEM	ITEM RANK												MEAN**
	1st		2nd		3rd		4th		5th		0*		
	f	%	f	%	f	%	f	%	f	%	f	%	
1. Test of basic skills as entry requirement	78	32.6	59	24.7	26	10.9	22	9.2	3	1.3	51	21.3	2.01
2. Increase in GPA as entry requirement	38	15.9	53	22.2	52	21.8	81	13.0	4	1.7	61	25.5	2.50
3. Affective or attitudinal measures as entry requirement	19	7.9	26	10.9	46	19.2	69	28.9	9	3.8	70	29.3	3.14
4. Change in exit standards in teacher education programs	50	20.9	58	24.3	44	18.4	29	12.1	2	0.8	56	23.4	2.33
5. Other	12	5.0	4	1.7	3	1.3	4	1.7	6	2.5	210	87.9	2.59

* Category zero were non-responses
** Means were computed without zero

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TABLE 3

SUMMARY OF ITEM RANKS FOR "QUALITY OF PROGRAM"

Item	ITEM RANK																																							
	1st		2nd		3rd		4th		5th		6th		7th		8th		9th		10th		11th		12th		0*		MEAN**
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	
1. Teacher education course content	51	21.3	57	23.8	35	14.6	22	9.2	7	2.9	4	1.7	0	0.0	2	0.8	2	0.8	1	0.4	0	0.0	0	0.0	58	24.3	4.11
2. Teacher education program reorganization	31	13.0	35	14.6	19	7.9	16	6.7	15	6.3	17	7.1	8	3.3	13	5.4	7	2.9	2	0.8	6	2.5	0	0.0	70	29.3	5.60
3. Pre-student teaching field experience	27	11.3	33	13.8	33	13.8	25	10.5	19	7.9	10	4.2	14	5.9	2	0.8	4	1.7	8	3.3	0	0.0	0	0.0	64	26.8	5.24
4. Student teaching supervision	15	6.3	18	7.5	15	6.3	26	10.9	32	13.4	21	8.8	10	4.2	11	4.6	10	4.2	3	1.3	1	0.4	0	0.0	77	32.2	6.14
5. Increased number of hours for teacher education	8	3.3	12	5.0	17	7.1	15	6.3	10	4.2	18	7.5	19	7.9	14	5.9	13	5.4	17	7.1	10	4.2	1	0.4	85	35.6	7.20
6. Graduate teacher education programs	8	3.3	8	3.3	4	1.7	10	4.2	14	5.9	17	7.1	13	5.4	15	6.3	13	5.4	14	5.9	12	5.0	1	0.4	110	46.0	7.74
7. Inservice teacher education programs	4	1.7	7	2.9	4	1.7	9	3.8	9	3.8	14	5.9	22	9.2	19	7.9	21	8.8	11	4.6	11	4.6	1	0.4	107	44.8	7.93
8. Internship or fifth year program	5	2.1	3	1.3	7	2.9	11	4.6	9	3.8	3	1.3	8	3.3	18	7.5	17	10.9	26	10.9	18	7.5	1	0.4	113	47.3	8.28
9. Induction program for new teachers	5	2.1	4	1.7	5	2.1	8	3.3	10	4.2	11	4.6	14	5.9	13	5.4	23	9.6	16	6.7	15	6.3	1	0.4	114	47.7	8.15
10. Teacher ed. program eval.	28	11.7	22	9.2	20	8.4	20	8.4	19	7.9	20	8.4	13	5.4	9	3.8	3	1.3	11	4.6	5	2.1	1	0.4	68	28.5	5.88
11. Faculty	49	20.5	10	4.2	11	4.6	10	4.2	15	6.3	7	2.9	12	5.0	5	2.1	5	2.1	5	2.1	10	4.2	0	0.0	100	41.8	6.23
12. Other	3	1.3	1	0.4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.4	0	0.0	0	0.0	0	0.0	4	1.7	230	96.2	8.92

* Category zero were non-responses
** Means were computed without zero

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provide little help in assessing the areas of program importance in improving quality of teacher education.

Table 4 provides a summary of data gathered from items under the category Support of Program. "Faculty/staff development activities" received the highest rankings with "Coordination with field based educators" and "Coordination with other academic disciplines" also receiving high ranks. Administrative changes and research were at the low end of the rankings indicating less value placed on these areas as means to improve quality in teacher education graduates.

It should be noted that there were several respondents who did not rank any of the items for any category. These non-responses make it difficult to interpret the overall meaning of the rank data. However, those responses that were obtained provide some indication of where teacher education leaders place their confidence for improving the quality of their graduates.

Status of Change

The respondents were asked to indicate the status of change (No change, planning for change, or recent changes) for each of the items under the three categories. It was thought that there may be major differences for elementary and secondary teacher education programs. However, the responses were quite similar for these two levels

TABLE 4

SUMMARY OF ITEM RANKS FOR "SUPPORT OF PROGRAM"

ITEM	ITEM RANKS 1st		2nd		3rd		4th		5th		6th		7th		8 th		0*		MEAN**
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	
1. Faculty/staff development activities	58	24.3	47	19.7	26	10.9	21	8.8	10	4.2	6	2.5	1	0.4	0	0.0	70	29.3	2.41
2. Administrator/faculty relations	12	5.0	19	7.9	12	5.0	24	10.0	31	13.0	34	14.2	22	9.2	0	0.0	85	35.6	4.51
3. Coordination/collaboration with other academic disciplines	25	10.5	33	13.8	43	18.0	29	12.1	23	9.6	11	4.6	6	2.5	0	0.0	69	28.9	3.29
4. Coordination/collaboration with field based educators	26	10.9	51	21.3	38	15.9	26	10.9	12	5.0	9	3.8	6	2.5	0	0.0	71	29.7	2.99
5. Conduct of research in teacher education	13	5.4	15	6.3	20	8.4	23	9.6	29	12.1	30	12.6	19	7.9	2	0.8	88	36.8	4.43
6. Administrative reorganization affecting teacher education	12	5.0	12	5.0	9	3.8	10	4.2	19	7.9	29	12.1	53	22.2	2	0.8	93	38.9	5.18
7. Increase in financial resources	40	16.7	20	8.4	13	5.4	20	8.4	20	8.4	18	7.5	20	8.4	0	0.0	88	36.8	3.62
8. Other	2	0.8	1	0.4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	4	1.7	232	97.1	5.14

* Category zero were non-responses
** Means were computed without zero

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suggesting that changes occur across both program areas in a generic fashion rather than separately by program. This observation is highly speculative and the obtained data do not specifically address this hypothesis. At any rate, no differentiation between elementary and secondary data was made when discussing summary data for items.

The summary data presented in Table 5 suggest that change is occurring to increase the quality of the student in teacher education both at entry into and exit from teacher education programs. Over 60 percent of the respondents have indicated change or planning for change in "Test of basic skills at entry" and "Change in exit standards". Few institutions reported "Affective or attitudinal measures at entry" as an area where change had occurred or was being planned. These findings are consistent with the ranking of the items.

The two items under Quality of Program most often given as having recently changed to improve teacher education were "Teacher education course content" and "Teacher education program evaluation." The items of "Teacher education program reorganization" and "Pre-student teaching field experience" also were often given areas where change had occurred or was anticipated. Table 6 contains the summary data for items under Quality of Program. While student teaching was ranked high as an item

TABLE 5

STATUS OF CHANGE FOR ITEMS UNDER "QUALITY OF STUDENT"

ITEM	Status of Change											
	Elementary						Secondary					
	No Change		Planning Change		Recently Changed		No Change		Planning Change		Recently Changed	
	f	%	f	%	f	%	f	%	f	%	f	%
1. Test of basic skills as entry requirement	77	32.2	71	29.7	91	38.1	82	34.3	69	28.9	88	36.8
2. Increase in GPA as entry requirement	135	56.5	36	15.1	68	28.5	135	56.5	36	15.1	68	28.5
3. Affective or attitudinal measures as entry requirement	198	82.8	26	10.9	15	6.3	201	84.1	23	9.6	15	6.3
4. Change in exit standards in teacher education program	83	34.7	80	33.5	76	31.8	86	36.0	78	32.6	75	31.4
5. Other	211	88.3	14	5.9	14	5.9	214	89.5	13	5.4	12	5.0

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TABLE 6

STATUS OF CHANGE FOR ITEMS UNDER "QUALITY OF PROGRAM"

ITEM	Status of Change								
	Elementary						Secondary		
	No Change		Planning Change		Recent Change		No Change	Planning Change	Recent Change
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
1. Teacher education course content	78	32.6	83	34.7	78	32.6	77	32.2	80	33.5	82	34.3
2. Teacher education program reorganization	107	44.8	69	28.9	63	26.4	103	43.1	68	28.5	68	28.5
3. Pre-student teaching field experience	118	49.4	47	19.7	74	31.0	114	47.7	52	21.8	73	30.5
4. Student Teaching supervision	166	69.5	38	15.9	35	14.6	164	68.6	41	17.2	34	14.2
5. Increased number of hours for teacher ed.	157	65.7	39	16.3	43	18.0	146	61.1	45	18.8	48	20.1
6. Graduate teacher education programs	140	58.6	56	23.4	43	18.0	147	61.5	47	19.7	45	18.8
7. Inservice teacher education programs	155	64.9	46	19.2	38	15.9	157	65.7	44	18.4	38	15.9
8. Internship or fifth year program	199	83.3	30	12.6	10	4.2	197	82.4	29	12.1	13	5.4
9. Induction program for new teachers	204	85.4	23	9.6	12	5.0	204	85.4	22	9.2	13	5.4
10. Teacher education program evaluation	85	35.6	69	28.9	85	35.6	85	35.6	70	29.3	84	35.1
11. Faculty	173	72.4	38	15.9	28	11.7	174	72.8	42	17.6	23	9.6
12. Other	233	97.5	3	1.3	3	1.3	232	97.1	3	1.3	4	1.7

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of importance to quality slightly more than 30 percent of the respondents reported planning for change or recent change in this area. Items having the least amount of change activity were internship and induction programs for graduates. Since these are relatively new concepts on teacher education, the lack of reported change is understandable. Overall, the reported change in program items is consistent with the value placed on these items via the ranking data.

There appeared to be considerable change or anticipated change reported in three of the seven areas under Support of Program. More than 50 percent of the responding institutions indicated change or planning for change in "Faculty/staff development activities," "Coordination/collaboration with other academic disciplines," and "Coordination/collaboration with field based educators." "Conduct of research in teacher education" and "Administrative reorganization" were items for which nearly 40 percent of the respondents reported planning or change, a somewhat surprising finding given their low ranking. "Administrator/faculty relations" and "Increase in financial resources" were the least often reported items where change was occurring.

TABLE 7

STATUS OF CHANGE FOR ITEMS UNDER "SUPPORT OF PROGRAM"

ITEM	Status of Change											
	Elementary						Secondary					
	No Change		Planning Change		Recently Changed		No Change		Planning Change		Recently Changed	
	f	%	f	%	f	%	f	%	f	%	f	%
1. Faculty/staff development activities	95	39.7	79	33.1	65	27.2	99	41.4	78	32.6	62	25.9
2. Administrator/faculty relations	170	71.1	43	18.0	26	10.9	172	72.0	44	18.4	23	9.6
3. Coordination/collaboration with other academic disciplines	111	46.4	72	30.1	56	23.4	112	46.9	68	28.5	59	24.7
4. Coordination/collaboration with field based educators	109	45.6	70	29.3	60	25.1	108	45.2	73	30.5	58	24.3
5. Conduct of research in teacher education	153	64.0	49	20.5	37	15.5	156	65.3	49	20.5	34	14.2
6. Administrative reorganization affecting teacher education	147	61.5	40	16.7	52	21.8	148	61.9	41	17.2	50	20.9
7. Increase in financial resources	189	79.1	31	13.0	19	7.9	189	79.1	32	13.4	18	7.5
8. Other	236	98.7	1	0.4	2	0.8	236	98.7	0	0	3	1.3

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Summary Analysis of Perceptions of State Teacher Certification Changes

A large percentage of the respondents (82.8 percent) reported changes in teacher certification in their state within the last 5 years. The majority of the respondents (68.6 percent) reporting changes in teacher certification felt they would positively affect the quality of teacher education graduate. The majority of these respondents (72.8 percent) also reported that the certification changes have resulted in changes in teacher education programs and that these changes were positive (68.2 percent). Table 8 contains summary data for perceptions of teacher certification.

Since changes in teacher certification standards appear to be a significant force in changing teacher education programs, it was interesting to note the respondents' perception of the extent of influence selected groups have on teacher certification. It was not suprising that the most perceived influential agency was the State Department of Education, as this agency usually has the responsibility for teacher certification in most states. It was also interesting to note that legislators and teacher education were a distant secord and third, respectively, and teacher organizations were fourth.

These findings suggest that other organizations and agencies may influence teacher education programs and

TABLE 8

PERCEPTIONS OF THE INFLUENCE OF CHANGES IN STATE CERTIFICATION ISSUES

ITEM	RESPONSE								
	Yes		No		NR				
	f	%	f	%	f	%			
1. Have teacher certification standards recently been changed in your state (within the last 5 years)?	198	82.8	37	15.5	4	1.7			
	Yes Increase		Yes Decrease		No		NR		
	f	%	f	%	f	%	f	%	
2. If yes, then do you feel these changes have increased or will increase the quality of the teacher education graduate?	164	68.6	4	1.7	30	12.6	41	17.2	
	Yes		No		NR				
	f	%	f	%	f	%			
3. If yes, then have these changes in teacher certification resulted in changes in your teacher education programs?	174	72.8	25	10.5	40	16.7			
	Yes		No		NR				
	f	%	f	%	f	%			
4. If yes to #3, then do you feel the changes made in your program were positive?	163	68.2	13	5.4	63	26.4			

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TABLE 9

PERCEIVED INFLUENCE OF VARIOUS GROUPS ON THE CHANGE IN TEACHER CERTIFICATION STANDARDS

	Ratings: No Influence 1		2		3		4		Great Influence 5		NR		*
	f	%	f	%	f	%	f	%	f	%	f	%	X
1. Teacher Education	13	5.4	32	13.4	46	19.2	58	24.3	46	19.2	44	18.4	3.47
2. State Department of Education	1	0.4	2	0.8	23	9.6	48	20.1	126	52.7	39	16.3	4.48
3. Teacher Organizations	19	7.9	40	16.7	63	26.4	44	18.4	29	12.1	44	18.4	3.12
4. School Administrators	19	7.9	57	23.8	78	32.6	26	10.9	12	5.0	47	19.7	2.77
5. Parent or Lay Groups	48	20.1	85	35.6	41	17.2	12	5.0	7	2.9	45	18.8	2.19
6. School Boards	49	20.5	84	35.1	37	15.5	18	7.5	8	3.3	43	18.0	2.25
7. Legislators	13	5.4	32	13.4	49	20.5	52	21.8	50	20.9	43	18.0	3.48
8. Other Governmental Agencies	49	20.5	53	22.2	38	15.9	14	5.9	16	6.7	69	28.8	2.36
9. Other	2	0.8	1	0.4	4	1.7	2	0.8	13	5.4	217	90.8	3.18

*NR (Non-responses) were omitted in calculations of mean ratings.

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practices through their influence on the changes made in teacher certification standards. This conclusion is somewhat supported in recent studies of state mandated competency testing by Sandefur (1980, 1981, 1982).

In summary, the responses to this survey indicate that there is a great deal of change occurring in teacher education. The quality of the students entering teacher education is being considered through increased entry requirements. Changes are occurring within teacher education programs, particularly in instruction related areas, faculty development, collaborative activities with educational units outside teacher education, and evaluation practices. All these activities appear to be in response to the demand for increased quality of new teachers, some of which is the result of political pressure by state educational agencies and legislators through increased demands in state certification standards.

Analysis by Institutions With or Without State Mandated Teacher Competency Testing for Certification

In a recent study, Sandefur (1982) classified states in regard to the competency assessment of teachers mandated by state departments of education and/or legislation. He classified states into three categories: states having mandated competency assessment programs, states in the planning stage for competency assessment programs, and

states that have no activity in this area. Further, he indicated as to whether these mandates were in admissions, teacher certification, or both. Sandefur's study was viewed as relevant to this survey since institutions were selected by state and analysis of institutions by state was possible. Using Sandefur's classification data it was possible to group institutions into two groups, based on geographic location by state, such that recent mandated changes in teacher competency assessment for certification could be utilized as an independent variable. From Table 1, those states with "*" were classified by Sandefur as having state mandated teacher competency assessment for teacher certification programs.

The question of whether responses to questionnaire items differed for institutions where state mandated competency assessment for certification programs were present as opposed to institutions where there were no such requirements was addressed. While states were not selected in regard to teacher certification mandates, as it turned out eight states had mandated competency assessment for teacher certification and eight states did not.

Table 10 presents the mean ranking of items. "Tests of basic skills" was viewed as more important by the with mandate group than by the without mandate group. "Pre-student teaching field experience" and "Increased

TABLE 10

COMPARISON OF ITEM RANKS FOR INSTITUTIONS WITH STATE MANDATED CERTIFICATION AND INSTITUTIONS WITHOUT STATE MANDATED CERTIFICATION

ITEM	MEAN WITHOUT MANDATE	MEAN WITH MANDATE	t	p
"QUALITY OF STUDENT"				
1. Test of basic skills at entry	2.20	1.86	2.15	.033*
2. Increase in GPA at entry	2.46	2.52	0.34	.731
3. Affective or attitudinal measures	3.10	3.16	0.33	.743
4. Change in exit standards	2.33	2.32	0.10	.919
"QUALITY OF PROGRAM"				
1. Teacher education course content	2.50	2.58	0.34	.732
2. Teacher education program reorganization	3.71	4.55	1.94	.054
3. Pre-student teaching field experience	3.26	4.35	3.02	.003*
4. Student teaching supervision	4.44	5.03	1.57	.119
5. Increased hours for teacher education	6.96	5.67	2.71	.007*
6. Graduate teacher education program	7.30	6.26	1.96	.052
7. Inservice teacher education program	6.90	7.17	0.57	.567
8. Internship or 5th year program	8.12	7.31	1.51	.135
9. Induction program for new teachers	7.27	7.44	0.33	.739
10. Teacher education program evaluation	4.44	4.78	0.76	.446
11. Faculty	4.39	4.11	0.50	.618
"SUPPORT OF PROGRAM"				
1. Faculty/staff development	2.45	2.36	0.41	.686
2. Administrator/faculty relations	4.53	4.49	0.15	.884
3. Coordination with academic disciplines	3.05	3.47	1.73	.085
4. Coordination with field based educators	2.67	3.23	2.34	.020*
5. Conduct of research in Teacher Education	4.40	4.44	0.12	.902
6. Administrative reorganization	4.86	5.39	1.56	.122
7. Increase in financial resources	4.19	3.22	2.76	.006*

* mean difference significant beyond .05 level

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hours for teacher education" differed between groups with the pre-student teaching item being ranked higher by the without mandate group and the increased hours item being ranked as more important by the with mandate group.

Support of program items also split with the without mandate group perceiving "Coordination with field based educators" as more important than the with mandate group. The with mandate group ranked "Increase in financial resources" as more important. Again the responses to these items were somewhat inconsistent with missing data and non-responses to items prevalent. However, the obtained data seem to point out that institutions under state mandate perceive more of a need for increased number of hours and increased funding for teacher education.

Chi square analyses produced some expected and some unexpected findings. Table 11 contains those analyses and Appendix B contains the crosstabulation of significant items. Three of the Quality of Student items had significant chi square values. As expected, the with mandate group generally indicated more change and planning for change than did the without mandate group. The exception was planning for GPA increased at entry. The without group had a slightly higher percentage of institutions planning for GPA increase.

Analyses of the Quality of Program items produced some

TABLE 11

RELATIONSHIP BETWEEN STATUS OF ITEMS AND STATE MANDATED CERTIFICATION CHANGE[1]

ITEMS	Elementary χ^2	Elementary p	Secondary χ^2	Secondary p
"QUALITY OF STUDENT"				
1. Test of basic skills	26.48	.000*	36.32	.000*
2. Increase in GPA	6.83	.032*	8.25	.016*
3. Affective or Attitudinal measures	0.02	.986	0.53	.765
4. Change in exit standards	5.52	.063	9.13	.010*
"QUALITY OF PROGRAM"				
1. Teacher education course content	1.84	.396	0.76	.682
2. Teacher education program reorganization	9.75	.007*	3.75	.152
3. Pre-student teaching field experience	1.27	.528	2.05	.357
4. Student teaching supervision	10.41	.005*	6.83	.032*
5. Increased hours for teacher education	3.43	.179	8.02	.018*
6. Graduate teacher education program	0.35	.836	1.21	.544
7. Inservice teacher education program	1.16	.559	0.58	.748
8. Internship or 5th year program	1.33	.511	0.58	.745
9. Induction program for new teachers	3.90	.141	4.94	.084
10. Teacher education program evaluation	5.52	.063	7.62	.022*
11. Faculty	2.72	.256	2.10	.348
"SUPPORT OF PROGRAM"				
1. Faculty/staff development	2.45	.292	3.03	.219
2. Administrator/faculty relations	0.43	.804	0.47	.789
3. Coordination with academic disc.	5.99	.049*	11.42	.003*
4. Coordination with field based ed.	1.43	.488	0.71	.698
5. Conduct of research in Teacher Ed.	1.98	.370	0.99	.609
6. Administrative reorganization	3.15	.206	3.32	.189
7. Increase in financial resources	10.16	.006*	11.75	.002*

1. n = 239

* = significant at or beyond .05 level

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unexpected findings. Four of the items had chi square values significant beyond the .05 level, but only one item had significant chi square values for both elementary and secondary. "Teacher education program reorganization" was significant for the elementary program only and the without mandate group had a higher percentage of responses in the change occurred category than did the with mandate group. The planning for change favored the mandate group slightly.

The same pattern held for the item "Student teaching supervision." For both elementary and secondary programs, more change had occurred for the without mandate than for the with mandate group yet the with mandate group had the higher percentage of responses in the planning for change category.

The items "Increased hours for teacher education" and "Teacher education program evaluation" had significant chi square values only for the secondary programs. The percentages were similar for the two groups for the change occurred category, however, the with mandate groups again had a higher percentage of responses than the without mandate group.

Finally, two items were found significant under Support of Program. "Coordination with academic disciplines" and "Increase in financial support" had significant chi square values across elementary and

secondary programs. The pattern of more planning by the with mandate groups and slightly more reported change by the without mandate group was evident for the "Coordination with academic disciplines" item. The "Increase in financial support" item had a somewhat different pattern with the planning being slightly in favor of the with mandate group but the change occurred category was quite different for the two groups. About 14 percent of the without mandate group reported recent increases in financial support; only about 3 percent of the with mandate group reported increases in financial support.

The groups were surprisingly similar in their responses to the teacher certification items with no significant chi square values obtained for any of the items. One significant t value was obtained for the influence on certification items. The with mandate group perceived a greater legislator influence on teacher certification than did the without mandate group (with mandate group mean rating = 3.79, without mandate group mean = 3.05, $t = 4.36$, $p = .000$).

Responses to the Quality of Student items were generally as expected with the with mandate group reporting more planning for change and change occurred than the without mandate group. It appears that the mandated changes in state certification have had an influence in the

entry and exit criteria for teacher education programs. However, the pattern of response was not expected for the items under Quality of Program and Support of Program. The general pattern that emerged seemed to suggest that in states where competency assessment for teacher certification was mandated, institutions were more engaged in planning for change. For institutions where no state mandate for competency assessment was in effect, a higher percentage of reported change was found.

This difference in reported change is difficult to explain. However, the difference in planning may be due to the rather recent changes in state mandates. In most of the states where mandated change in teacher certification has occurred, a timetable has been established. Most of the states are now in the transition phase (i.e., mandates will not be in effect until 1984 or later), partially explaining the greater amount of planning by these institutions.

The item on "Increase in financial resources" was particularly interesting. The ranking of importance of this item was much higher (more important) by the with mandate group. The chi square analyses indicated that only about 3 percent of the with mandate institutions had recently received increases in financial resources as compared to nearly 14 percent of the without group. Most

of the states in the with mandate group were from the southeast and southwest whereas the institutions in the without mandate group were from the northeast, midwest and northwest sections of the country. A lucrative area for further investigation may be to study funding patterns of states in the sections of the country to include the relationship of funding to quality issues.

Summary of Findings

The purposes of this survey were:

1) To assess the perception of change occurring in teacher education programs to improve the quality of graduates.

2) To investigate the perception of changes in state teacher certification and the influence on teacher education programs.

3) To investigate the perceived influence of selected groups on state teacher certification change. AACTE member institution's representatives in 16 states were selected to receive the questionnaire. A return rate of 80 percent was obtained with 239 institutions responding.

Data were summarized for the total group and across selected demographic variables. The results of these summary data analyses form the basis for the following statements:

Findings from total group summary

1. Test of basic skills at entry into teacher education appears to be the most highly regarded area for improving the quality of students while affective or attitudinal measures was perceived as least important.

2. Teacher education course content was viewed as the most important area influencing the quality of the graduate. Also field experience and program organization and evaluation were ranked highly as areas affecting the quality of the teacher education graduate.

3. The program support area perceived to be most important in affecting the quality of the graduate was faculty/staff development. Coordination with field based educators was also regarded as important to producing quality graduates.

4. Tests of basic skills at entry into teacher education and exit standards were the two areas where change or planning for change was reported.

5. The two areas under Quality of Program where the most reported change was occurring was teacher education course content and program evaluation.

6. Three of the seven areas under the category Support of Program had high frequencies of reported change. They were faculty/staff development, coordination with academic disciplines, and coordination with field based educators.

7. Recent change in state teacher certification standards was perceived by most respondents with the majority reporting these changes affected their teacher education programs positively.

8. The State Departments of Education were perceived as most influential in changing the teacher certification standards. Legislators and teacher educators (second and third, respectively) were viewed as the next most

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influential.

Conclusions from Analysis of Mandated State Competency Assessment for Teacher Certification

1. The respondents from institutions in states having mandated competency testing for teacher certification (with mandate group) viewed tests of basic skills at entry and increased hours and financial resources for teacher education as more important than did respondents from institutions in states where no mandated competency testing for teacher certification existed (without mandate group).

2. The without mandate group viewed pre-student teaching field experiences and coordination with field based educators as more important than did the with mandate group.

3. The with mandate group generally reported more change occurring in entry and exit requirements with the exception of GPA. Planning for increase in GPA as an entry requirement was reported more often in the without mandate group.

4. Generally, the with mandate groups indicated more frequency of planning for change while the without mandate group more often reported change occurred in the areas of program reorganization, student teaching supervision, program evaluation, and coordination with academic disciplines.

5. The with mandate group reported fewer changes in increased financial support than did the without mandate group. However, the with mandate group had slightly more responses in planning for increased financial support than did the without mandate group.

APPENDIX A

SURVEY INSTRUMENT

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION
One Dupont Circle, Washington, D.C. 20036 (202) 293-2450

SURVEY OF RECENT CHANGES IN TEACHER EDUCATION PRACTICE

by the

AACTE Task Force on Shortage/Surplus/Quality Issues

I. QUALITY ISSUES

DIRECTIONS: The following is a list of areas where change may occur to improve the quality of teacher education graduates. First, under the heading "RANK," rank the items within each of the three categories as to their importance for affecting the quality of teacher education graduates in your institution. Second, under the heading "Status of Change" circle the appropriate number that describes the status of these items for your elementary and secondary teacher education programs. Only major qualitative changes should receive a response of 1 or 2. If an item is not applicable to your institution, leave the item blank. Definition of the numbered response choices are as follows:

0 No major change under consideration at this time
1 Major change is being formally discussed or planned
2 Implementation of a major change is under way or change has been made (within the last 2 years)

	RANK	Status of Change: Elementary	Status of Change: Secondary
CATEGORY 1: QUALITY OF STUDENT			
1. Test of basic skills as entry requirement	____	0 1 2	0 1 2
2. Increase in GPA as entry requirement	____	0 1 2	0 1 2
3. Affective or attitudinal measures as entry requirement	____	0 1 2	0 1 2
4. Change in exit standards in teacher education program	____	0 1 2	0 1 2
5. Other _____	____	0 1 2	0 1 2

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	RANK	Status of Change: Elementary	Status of Change: Secondary
CATEGORY 2: QUALITY OF PROGRAM			
1. Teacher education course content	___	0 1 2	0 1 2
2. Teacher education program reorganization	___	0 1 2	0 1 2
3. Pre-student teaching field experience	___	0 1 2	0 1 2
4. Student teaching supervision	___	0 1 2	0 1 2
5. Increased number of hours for teacher education	___	0 1 2	0 1 2
6. Graduate teacher education programs	___	0 1 2	0 1 2
7. Inservice teacher education programs	___	0 1 2	0 1 2
8. Internship or fifth year program	___	0 1 2	0 1 2
9. Induction program for new teachers	___	0 1 2	0 1 2
10. Teacher education program evaluation	___	0 1 2	0 1 2
11. Faculty	___	0 1 2	0 1 2
12. Other _____	___	0 1 2	0 1 2
CATEGORY 3: SUPPORT OF PROGRAM			
1. Faculty/staff development activities	___	0 1 2	0 1 2
2. Administrator/faculty relations	___	0 1 2	0 1 2
3. Coordination/collaboration with other academic disciplines	___	0 1 2	0 1 2
4. Coordination/collaboration with field based educators	___	0 1 2	0 1 2
5. Conduct of research in teacher education	___	0 1 2	0 1 2
6. Administrative reorganization affecting teacher education	___	0 1 2	0 1 2
7. Increase in financial resources	___	0 1 2	0 1 2
8. Other _____	___	0 1 2	0 1 2

II. STATE TEACHER CERTIFICATION ISSUES

DIRECTIONS: The following items are designed to obtain information regarding teacher certification standards in your state. Please respond to those items that apply to you and your institution.

1. Have teacher certification standards recently been changed in your state (within the last five years)? Yes _____ No _____

2. If yes to #1, do you feel these changes will affect the quality of teacher education graduates? Yes increase _____ Yes decrease _____ No effect _____

3. If yes to #1, do you think these changes in teacher certification standards resulted in changes in your teacher education programs? Yes _____ No _____

4. If yes to #3, do you think the changes made in your program were positive? Yes _____ No _____

5. If yes to #1, how much influence do you think each of the following organizations or groups had on the change in standards for the certification of teachers?

	None				Great Deal
a. Teacher Education	1	2	3	4	5
b. State Department of Education	1	2	3	4	5
c. Teacher Organizations	1	2	3	4	5
d. School Administrators	1	2	3	4	5
e. Parent or Lay Groups	1	2	3	4	5
f. School Boards	1	2	3	4	5
g. Legislators	1	2	3	4	5
h. Other Governmental Agencies	1	2	3	4	5
i. Other _____	1	2	3	4	5

COMMENTS:

III. DEMOGRAPHICS. Please complete the following demographic information.

Institution: _____

Your Name and Title: _____ _____ __ _____

Address: _____

Your Institution Is: Private _____ Public _____

Please give the approximate number of undergraduate teacher education graduates from your institution in 1981-82. _____

On behalf of the AACTE Task Force on Teacher Shortage/Surplus/Quality Issues, thank you for your cooperation in this survey.

Please mail this questionnaire to the following address: Dr. Ronald D. Adams
College of Education
Western Kentucky University
Bowling Green, KY 42101

APPENDIX B

CROSSTABULATION--STATUS OF STATE MANDATED TEACHER CERTIFICATION

TABLE B-1

CROSSTABULATION OF STATE MANDATED CERTIFICATION CHANGE AND TEST OF BASIC SKILLS AT ENTRY

STATE MANDATED CHANGE [1]	STATUS OF CHANGE					
	No Change		Planning Change		Change Occurred	
	f	%	f	%	f	%
No Change						
Elementary	53	49.1	27	25.0	28	25.9
Secondary	59	54.6	23	21.3	26	24.1
Mandated Change						
Elementary	24	18.3	44	33.6	63	48.1
Secondary	23	17.6	46	35.1	62	47.3

1. No change group n = 108

   Mandated change group n = 131

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TABLE B-2

CROSSTABULATION OF STATE MANDATED CERTIFICATION CHANGE AND INCREASE IN GPA AT ENTRY

TATE MANDATED CHANGE	STATUS OF CHANGE					
	No Change		Planning Change		Change Occurred	
	f	%	f	%	f	%
o Change						
Elementary	66	61.1	20	18.5	22	20.4
Secondary	67	62.0	20	18.5	21	19.4
Mandated Change						
Elementary	69	52.7	16	12.2	46	35.1
Secondary	68	51.9	16	12.2	47	35.9

No change group n = 108

Mandated change n = 131

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TABLE B-3

CROSSTABULATION OF STATE MANDATED CERTIFICATION CHANGE AND CHANGE IN EXIT STANDARDS[1]

STATE MANDATED CHANGE	STATUS OF CHANGE					
	No Change		Planning Change		Change Occurred	
	f	%	f	%	f	%
No Change						
Elementary	-	-	-	-	-	-
Secondary	50	46.3	29	26.9	29	26.9
Mandated Change						
Elementary	-	-	-	-	-	-
Secondary	36	27.5	49	37.4	46	35.1

1 Elementary responses were nonsignificant at .05 level

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TABLE B-4

CROSSTABULATION OF STATE MANDATED CERTIFICATION CHANGE AND ELEMENTARY TEACHER EDUCATION PROGRAM REORGANIZATION[1]

STATE MANDATED CHANGE	STATUS OF CHANGE					
	No Change		Planning Change		Change Occurred	
	f	%	f	%	f	%
No Change						
Elementary	43	39.8	26	24.1	39	36.1
Secondary	-	-	-	-	-	-
Mandated Change						
Elementary	64	48.9	43	32.8	24	18.3
Secondary	-	-	-	-	-	-

1 Secondary data were not statistically significant at .05 level

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TABLE B-5

CROSSTABULATION OF STATE MANDATED CERTIFICATION CHANGE AND STUDENT TEACHING SUPERVISION

STATE MANDATED CHANGE	STATUS OF CHANGE					
	No Change		Planning Change		Change Occurred	
	f	%	f	%	f	%
Change						
Elementary	78	72.2	9	8.3	21	19.4
Secondary	76	70.4	12	11.1	20	18.5
Mandated Change						
Elementary	88	67.2	29	22.1	14	10.7
Secondary	88	67.2	29	22.1	14	10.7

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TABLE B-6

CROSSTABULATION OF STATE MANDATED CERTIFICATION CHANGE AND INCREASE IN NUMBER OF HOURS FOR SECONDARY PROGRAM

STATE MANDATED CHANGE	STATUS OF CHANGE					
	No Change		Planning Change		Change Occurred	
	f	%	f	%	f	%
No Change						
Elementary	-	-	-	-	-	-
Secondary	74	68.5	12	11.1	22	20.4
Mandated Change						
Elementary	-	-	-	-	-	-
Secondary	72	55.0	33	25.2	26	19.8

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TABLE B-7

CROSSTABULATION OF STATE MANDATED CERTIFICATION CHANGE AND SECONDARY TEACHER EDUCATION PROGRAM EVALUATION

STATE MANDATED CHANGE	STATUS OF CHANGE					
	No Change		Planning Change		Change Occurred	
	f	%	f	%	f	%
Change						
Elementary	-	-	-	-	-	-
Secondary	44	40.7	22	20.4	42	38.9
Mandated Change						
Elementary	-	-	-	-	-	-
Secondary	41	31.3	48	36.6	42	32.1

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TABLE B-8

CROSSTABULATION OF STATE MANDATED CERTIFICATION CHANGE AND COORDINATION WITH ACADEMIC DISCIPLINES

STATE MANDATED CHANGE	STATUS OF CHANGE					
	No Change		Planning Change		Change Occurred	
	f	%	f	%	f	%
Change						
Elementary	57	52.8	24	22.2	27	25.0
Secondary	58	53.7	19	17.6	31	28.7
Mandated Change						
Elementary	54	41.2	48	36.6	29	22.1
Secondary	54	41.2	49	37.4	28	21.4

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TABLE B-9

CROSSTABULATION OF STATE MANDATED CERTIFICATION CHANGE AND INCREASE IN FINANCIAL RESOURCES

STATE MANDATED CHANGE	STATUS OF CHANGE					
	No Change		Planning Change		Change Occurr	
	f	%	f	%	f	%
No Change						
Elementary	82	75.9	11	10.2	15	13
Secondary	81	75.0	12	11.1	15	13
Mandated Change						
Elementary	107	81.7	20	15.3	4	3
Secondary	108	82.4	20	15.3	3	2

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